



Course Syllabus

National University
Virtual High School
Arabic IIA

Required Texts

Al-Kitaab fii Tacallum al-cArabiyya: A Textbook for Beginning Arabic Part 1
by Kristen Brustad, Mahmoud Al-Batal & Abbas Al-Tonsi
Georgetown University Press
Third Edition, 2011
ISBN: 978-1-58901-736-8

Please note that the structure of this course requires intensive individual preparation via completing all the activities in the text and on the DVDs.

Course Description

This course is a sequel to the beginning course in Modern Standard Arabic (MSA). The course includes an introduction to the basic parts of an Arabic sentence and the basic written Arabic phrases for oral and reading comprehension.

Course Goals

This course continues to introduce the student to domains of Arabic language skills as the standard means of communication in the Arab world. Students will become acquainted with basic English phrases in Arabic, and vice-versa. Knowledge of Arabic culture will be enhanced, and students will be provided with skills necessary for basic communication in everyday contexts.

Methodology

Since Arabic has such diverse dialects, we will be using a variant of Arabic known as Modern Standard Arabic (MSA), which strongly resembles *Fushaa* (meaning “The most beautiful, the most eloquent, and the purest.”)

- All students are required to learn the written and spoken Modern Standard Arabic (MSA) by the standards of ACTFL (the American Council on the Teaching of Foreign Languages), which represents an indispensable linguistic foundation for successful communication with speakers of any colloquial variant (Colloquial Arabic or Dialects).
- MSA is used all over the world in classroom instruction, electronic and print media, scientific research and many other formal situations. Moreover, a good foundation in MSA allows the learner not only to have access to a vast heritage of ancient and modern literature, scholarly work and various types of media, but also facilitates the learning process itself and can be applied to any Dialect the student may wish to study in the future.
- All of the *A’ammiiyah* (Dialect), known collectively as colloquial Arabic (CA), contain base words, segments, expressions, idioms, structures, and cultural references from MSA.

Learning Outcomes

After completion of this course, students will be able to:

- Interpret basic spoken Arabic phrases and sentences for oral comprehension.
- Interpret basic written Arabic phrases and sentences for reading comprehension.
- Recognize constituent parts of an Arabic sentence.
- Use common Arabic terms orally in a situational context.
- Recognize cultural differences between Western and Arabic culture based on materials presented.



Course Structure

This class will cover Lessons Five through Eight of the Al-Kitaab book:

The acquisition of vocabulary through writing, reading, listening, and speaking will be emphasized in every unit. The ability to comprehend and produce large numbers of vocabulary will help students to function in different daily activities. Lexical items are introduced through learning about different themes, thus allowing the student to compare and contrast their own culture to Arabic culture.

Please note that the structure of this course requires intensive individual preparation via completing all the activities, assignments, and assessments.

It is also suggested that students partake in Arab culture as well by eating at ethnic restaurants, watching movies, documentaries with English subtitles, to observe the dress, dwellings, cuisine, weather, tourism, education, and customs or even listening to music by such singers as Fayrouz, Umm Kalthoum, Asmahan or Farid Al-Atrash (to take in the music of the language).

Therefore, the four courses of NUVHS Arabic represent a section a program carefully designed in order to take learners from the Beginning to the Advanced level by the ACTFL standards. The major outlines of the whole program are as follows:

- The program provides a wide variety of effective activities, drills (in order to reinforce grammar points), vocabulary, and communicative strategies.
- Audio-video DVDs accompanying the books taught allow the learner to have his own tutor all the time.
- Authentic material (video clips, stories, articles, dialogs, etc) is associated with the learning instruction to assist the student in acquiring Arabic
- Learning how to develop cultural insights is also introduced based upon the Arabic folklore, customs, proverbs, cuisine, etc.

Course Units

All the Modules in this course contain a lecture explaining the grammar, a multimedia presentation of interviews with native speakers or cultural information, a lecture on some aspects of culture with links to pertinent websites, to discussion board questions, and a set of exercises for practice.

Module 1: Lesson 5 in the textbook (pages 91 to 101)

- Conversational introduction about self and family
- Definite and Indefinite in phrases and simple sentences in Arabic
- Subject and adjective agreement
- Using weather vocabulary to write simple sentences
- Cultural Lesson: The weather of the Arab World

Module 2: Lesson 5 in the textbook (pages 102 to 112)

- Counting in Arabic from 0 to 100 and asking questions using “how many”
- Using adverbs
- Possessive Pronouns
- Cultural Lesson: The Arabic singer “Fairouz” and her contributions to Arabic music

Module 3: Lesson 6 in the textbook (pages 113 to 125)

- Talking about a typical weekly schedule
- Verbal nouns
- Dual rules
- Cultural Lesson: Professions in the Arab World



Module 4: Lesson 6 in the textbook (pages 125 to 134)

- Talk about favorite hobbies
- Respond to the question “why?”
- Nominal sentences after “because”
- Cultural Lesson: Common hobbies for Arab youth

Module 5: Lesson 7 in the textbook (pages 135 to 143)

- Describe the classroom setting
- Discuss the school environment
- Superlative forms of adjectives
- Cultural Lesson: Obtaining a high school diploma in The Arab World

Module 6: Lesson 7 in the textbook (pages 144 to 150)

- Discuss one’s friends in school
- Describe one’s school
- Future Tense
- Nominal Sentences (fronted predicate)
- Cultural lesson: The university system and higher education in the Arab World

Module 7: Lesson 8 in the textbook (pages 151 to 161)

- Describe how one’s friends socialize
- Conjugating and negating the past tense
- Narrating a short story
- Cultural Lesson: Socialization in the Arab World

Module 8: Lesson 8 in the textbook (pages 162 to 178)

- Roots, Patterns, and Grammatical Terms for Words
- Recognizing the past and present forms
- Using an Arabic Dictionary
- Cultural Lesson: Tourism in The Arab World

Evaluation

Student work will be evaluated based on the following criteria:

1. Quality of student work and continuation
2. Ability to discern letters when heard and to form letters correctly, both independently and when connected
3. Comprehension of vocabulary
4. Completing all assignments
5. Accomplishing all assessments
6. Contribution to Discussion Boards including following all instructions, posting a thoughtful response and responding appropriately to other students’ posts.
7. Evaluations may consist of short answer items and multiply choice items.



Course Grading

The Grading Scale for this course is as follows:

Letter Grade	Percentage Earned
A	95%+
A-	90% - 94.9%
B+	87% - 89.9%
B	84% - 86.9%
B-	80% - 83.9%
C+	77% - 77.9%
C	74% - 76.9%
C-	70% - 73.9%
D+	67% - 69.9%
D	64% - 66.9%
D-	60% - 63.9%
F	59% and lower

Academic Integrity

Students are required to cite the use of materials written by others in all written communications for courses. Plagiarism is the presentation of someone else’s ideas or work as one’s own. This includes using ideas, words, or phrases without proper attribution. Students found plagiarizing are subject to penalties, which may include a failing grade for the working question or for the entire course

Student’s Role and Responsibilities in this Course

Expectations:

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student’s responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of NUVHS through their conduct and behavior. Students are expected to abide by all NUVHS policies and regulations. Any form of academic dishonesty, or inappropriate conduct by students or applicants may result in penalties ranging from warning to dismissal, as deemed appropriate by NUVHS.

Communication:

Throughout this course students will need to be in close contact with their instructor and fellow students. Students are expected to communicate via Course Message and electronic discussion boards. Therefore, students should plan on checking their Course Messages at least three times a week and participate in the discussion boards during the weeks they are live.

Instructors strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student’s responsibility to notify the instructor immediately if and when a personal situation occurs that affects his/her performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.

Technical Support is offered through Student Concierge Services (SCS). Should a student need any technical assistance, he/she are to email the Help Desk as soon as possible at scs@nu.edu or call 1-866-628-8988. For help with login/password issues, or other technical issues specific to the Blackboard website, you can contact the team at [National University Blackboard Learn](#). They can also be reached by phone at (888) 892-9095. If a problem persists for more than 48 hours, the student must also notify his/her teachers and NUVHS.



**NUVHS
Expected School
wide Learning
Results (ESLRs)**

NUVHS Expected School wide Learning Results (ESLRs):

It is anticipated that NUVHS students will be:

Engaged Learners

1. Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
2. Develop an understanding of their own preferred learning styles to enhance their overall academic potential
3. Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

Critical Thinkers

1. Effectively analyze and articulate sound opinions on a variety of complex concepts
2. Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
3. Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

Effective Communicators

1. Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
2. Express concepts and ideas in a variety of forms
3. Enhance communication skills through the use of media rich or other technology resources

Global Citizens

1. Appreciate the value of diversity
2. Understand the range of local and international issues facing today's global community
3. Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century

Useful References

1. **The Arabic Language**, Kees Versteegh
2. **The Arabic Language in America**, Aleya Rouchdy
3. **Arabic Language Handbook**, (Georgetown Classics in Arabic Language and Linguistics), Mary Catherine Bateson
4. **Arabic a Language Map**, (Language Map Series), Kristine K. Kershul & Michelle Poole
5. **The Arabic Language Today**, (Georgetown Classics in Arabic Language and Linguistics), A.F.L. Beeston & Clive Holes
6. **The Arabic Linguistic Tradition**, (Georgetown Classics in Arabic Language and Linguistics), Georges Bohas, Jean-Patrick Guillaume & Djamel Kouloughli
7. **Arabic On the Move**, Jane Wightwick
8. **A Basic Course in Iraqi Arabic**, (Georgetown Classics in Arabic Language and Linguistics), Wallace M. Erwin
9. **A Dictionary of Iraqi Arabic: English, Arabic/Arabic, English**, (Georgetown Classics in Arabic Language and Linguistics), Beverly E. Clarity, Karl Stowasser, Ronald G. Wolfe & D.R. Woodhead
10. **Easy Arabic Grammar**, Jane Wightwick & Mahmoud Gaafar
11. **Encyclopedia of Arabic Language and Linguistics: A-Ed**, Kees Versteegh
12. **Grammar of the Classical Arabic Language in 7 Parts**, M.S. Howell



13. **A Grammar of the Arabic Language**, W. Wright
14. **An Introduction to Koranic and Classical Arabic: An Elementary Grammar of the Language Key to Exercise**, Wheeler M. Thackston
15. **Key to a New Arabic Grammar: Of the Written Language**, John A. Haywood & H.M Nahmad
16. **Modern Arabic: Structures, Functions, and Varieties**, (Georgetown Classics in Arabic Language and Linguistics), Clive Holes
17. **A Reference Grammar of Modern Standard Arabic**, Karin C. Ryding
18. **Self-Taught Arabic Book**, Nisreen Beshqoy